

and understanding of the significance of the Declaration of Independence, the United States Constitution, and the Federalist Papers; and

“(2) State and local governments and local educational agencies are encouraged to include a requirement that, before receiving a certificate or diploma of graduation from secondary school, students be tested on their competency in understanding the Declaration of Independence, the United States Constitution, and the Federalist Papers.”

AMENDMENT NO. 625

(Purpose: To provide a technical correction)

On page 648, strike lines 4 through 8 and insert the following:

“(1) to carry out chapter 1—

“(A) \$150,000,000 for fiscal year 2002; and

“(B) such sums as may be necessary for each of the 6 succeeding fiscal years; and “(2) to carry out chapter 2—

“(A) \$150,000,000 for fiscal year 2002; and

“(B) such sums as may be necessary for each of the 6 succeeding fiscal years.”.

AMENDMENT NO. 631

(Purpose: To allow literacy grant funds to be used for humanities-based family literacy programs)

On page 189, between lines 17 and 18, insert the following:

“(6) PRIME TIME FAMILY READING TIME.—A State that receives a grant under this section may expend funds provided under the grant for a humanities-based family literacy program which bonds families around the acts of reading and using public libraries.

Mr. BENNETT. Mr. President, I rise in support of an amendment to the Better Education for Students and Teachers Act that will make a minor but important technical change to the Rural Education Initiative, located in Title V of the bill. The Rural Education Initiative directs funds to school districts that lack the personnel and resources needed to compete for Federal competitive grants and often receive formula allocations in amounts too small to be effective in meeting their intended purposes.

As the bill is currently drafted, districts must meet two requirements to qualify for grants under this program. One of these requirements is that the district must have less than 600 students. This requirement poses a problem for many States that have geographically large districts. For instance, in my home State of Utah, there are only 40 school districts. Compare this to States of similar or smaller geographic size, some of which have more than 500 districts. The result is that many districts in States like Utah have more than 600 students and therefore fail to qualify for rural assistance, despite the fact that these districts may be in the most rural parts of the State. I have been to these districts. If the members of this body were to travel with me to Beaver School District in Beaver, Utah, they would find it hard to dispute the fact that Beaver is a rural district. But the students in Beaver School District will not receive any assistance under the Rural Education Initiative as it is currently written.

I do not wish to argue the merits of large districts versus small districts.

The way a State chooses to run its educational system is rightly left up to State and local education authorities. However, Congress should not be in the business of penalizing States based on their educational systems.

My amendment alters the Rural Education Initiative to include an either/or provision that will allow districts to qualify in one of two ways: a district must have less than 600 students or must have a total population density of less than ten people per square mile. This minor change will allow a handful of school districts that do not currently qualify to become eligible for funding under this provision. It is important to note that no school district currently qualifying under the Rural Education Initiative will be disqualified by my amendment. However, this change will have a serious impact on places like Beaver, Utah, and on many other rural school districts around the country.

I encourage my colleagues to support this amendment.

Mr. KENNEDY. Mr. President, I thank colleagues for their cooperation.

We are going to continue to work closely with our Members to try to move this process forward, and to do it in a timely way that will permit our colleagues, obviously, to speak to these measures where necessary and permit us to dispose of the amendments where necessary. But we do want to move ahead. I have every expectation we will have an opportunity to clear additional amendments tomorrow as well.

The PRESIDING OFFICER. The Senator from New Hampshire.

Mr. GREGG. It is my understanding, therefore, that for the balance of the evening we will simply participate in general debate on the bill and that tonight no more amendments will be offered to the bill. Tomorrow, as the Senator from Massachusetts has represented, there will be 20 minutes of debate equally divided when we go back to the bill, at which time there will be a vote on the Wellstone amendment, followed by the Senator from Maine, Ms. COLLINS, offering an amendment.

The PRESIDING OFFICER. Is there a unanimous consent request?

Mr. GREGG. That is not a unanimous consent request. That is just a summary of where we are. We are waiting for the formal written document to make it clear that I did not make any mistakes, and pending that, I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The assistant legislative clerk proceeded to call the roll.

Mr. GREGG. Madam President, I ask unanimous consent that the order for the quorum call be rescinded.

The PRESIDING OFFICER. Without objection, it is so ordered.

Mr. GREGG. Madam President, I ask unanimous consent that when the Senate resumes consideration of the education bill on Wednesday, there be 20 minutes of debate on the Wellstone

amendment equally divided with no amendments in order to the amendment. I further ask unanimous consent that following the use or yielding back of the time, the Senate proceed to a vote in relationship to the amendment. I further ask unanimous consent that following that vote, the Senate then begin consideration of the Collins amendment No. 509.

The PRESIDING OFFICER. Without objection, it is so ordered.

MORNING BUSINESS

Mr. GREGG. Madam President, I ask unanimous consent that there now be a period of morning business.

The PRESIDING OFFICER. Without objection, it is so ordered.

Mr. GREGG. I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The senior assistant bill clerk proceeded to call the roll.

Mr. ENZI. Madam President, I ask unanimous consent that the order for the quorum call be rescinded.

The PRESIDING OFFICER. Without objection, it is so ordered.

The Senator from Wyoming is recognized.

Mr. ENZI. I thank the Chair.

(The remarks of Mr. ENZI pertaining to the introduction of S. 984 are located in today's RECORD under "Statements on Introduced Bills and Joint Resolutions.")

Mr. ENZI. I suggest the absence of a quorum.

The PRESIDING OFFICER (Mr. SMITH of Oregon). The clerk will call the roll.

The assistant bill clerk proceeded to call the roll.

Mr. FRIST. Mr. President, I ask unanimous consent the order for the quorum call be rescinded.

The PRESIDING OFFICER. Without objection, it is so ordered.

THE HIV/AIDS VIRUS

Mr. FRIST. Mr. President, I rise to speak on the 20-year anniversary of a truly remarkable event which, at the time, no one in the world would have envisioned its impact—its impact on people throughout the United States and on people throughout the world—indeed, its impact on impact. No one could have foreseen an impact which, from a public health perspective, has resulted in the single worst public health crisis since the bubonic plague ravaged Europe more than 600 years ago.

That event occurring 20 years ago today was the publication of a brief description of the first five cases of a disease that could not be explained. The five people mentioned happened to have been infected with a virus that had never previously been described, and which at the time had no name. The five people had been infected with what was later called the HIV virus,